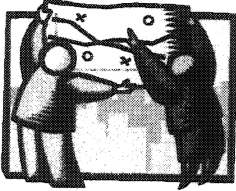


Chapter 5: Physical Activity



This chapter “walks” you through factors and examples your coalition can use for increasing physical activity opportunities.

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Chapter 5 *Physical Activity*

Module 1: Physical Activity for Healthy Kids

Step Up and Step Out for physical activity!

Not too many years ago, people used the phrase “a hop, skip, and a jump away” to refer to something a short distance away. Now, not only is the phrase used infrequently, but we rarely hop, skip, and jump at all.

Between the ages of two and seventeen, children in the U.S. spend (on an average) the equivalent of three years of their waking lives watching TV – approximately 15,000 to 18,000 hours, as compared to 12,000 hours in school. (1)



Changes in physical activity levels

People are generally more aware of the need to increase activity, but things like TV, video games, and the computer are top competitors for our time and attention. Besides, it isn't always easy to change life in the fast lane!

Think about it....

- ♥ Our jobs are more automated than ever before!
- ♥ We drive everywhere...too often by the fast-food window!
- ♥ Many of us take the elevator instead of the stairs!
- ♥ Use of the microwave is more common than the oven, decreasing activity expended for meal preparation!
- ♥ We often use a switch to open a car window, instead of a crank!
- ♥ We use a remote rather than get off the sofa to change TV channels!
- ♥ We're upset if we can't park close to the entrance of the grocery store!
- ♥ We have the option of doing household business via the computer instead of expending the energy to venture outside!



Statistics help provide a good look at the reality of physical activity in lifestyles.

Statistics on adult activity

CDC reports (2):

- ♥ 60% of adults do not engage in levels of physical activity necessary to provide health benefits
- ♥ 25% are not active at all in their leisure time

Considering the role adults play in modeling physical activity behavior for children...these statistics certainly indicate an area for development!

Statistics on children's activity levels

CDC's Youth Risk Behavior Surveillance System (3) indicates:

- ♥ more than a third of young people aged 12-21 years do not regularly engage in vigorous activity
- ♥ participation in all types of physical activity declines strikingly as age or grade in school increases
- ♥ daily participation in high school physical education classes dropped from 42% in 1991 to 29% in 1999
- ♥ Only 19% of all high school students are physically active for 20 minutes or more in physical education classes every day during the school week

As a consequence, many children are not developing the skills and knowledge necessary for lifelong participation in physical activity. Unless lifestyle changes are made, many of our children may be facing inevitable health problems.



The benefits of activity

Why do health professionals rally to convince people of the need for healthy levels of physical activity?

First and foremost, regular physical activity each day or several times a week reduces the risk of developing or dying from some of the leading causes of illness and death in the United States. More specifically physical activity (4):

- ♥ Reduces the risk of dying from coronary heart disease and of developing high blood pressure, colon cancer, and diabetes
- ♥ Can help reduce blood pressure in some people with hypertension
- ♥ Helps maintain healthy bones, muscles, and joints

- ♥ Reduces symptoms of anxiety and depression and fosters improvements in mood and feelings of well-being
- ♥ Helps control weight, develop lean muscle and reduce body fat

Benefits for youth

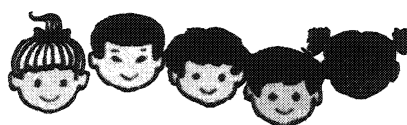
Of particular importance is that good levels of physical activity tend to make youth (5)

- ♥ Feel good
- ♥ Have the ability to function optimally
- ♥ Have the ability to perform challenging tasks

These all add up to the potential for children to do better in school!

In addition, physically active lifestyles in younger populations may create health benefits throughout the life cycle (2):

- ♥ **Peak bone mass:** Weight-bearing physical activity is essential for normal skeletal development during childhood and adolescence for achieving and maintaining peak bone mass in young adults
- ♥ **Social support:** Social support from family and friends has been consistently and positively related to regular physical activity
- ♥ **Lifelong health-related habits:** Physical activity and eating patterns are often established in childhood.



Benefits for teens

Research indicates that students who participate in interscholastic sports (3):

- ♥ Have greater self-confidence
- ♥ Are less likely to be regular and heavy smokers

Build acceptance for physical activity

Are you ready to determine your game plan for increasing physical activity?

1. Begin planning your strategies by recognizing some people have negative reactions to the word exercise. To increase acceptance of the coalition's ideas to incorporate more physical activity:
 - ♥ Avoid using the word exercise!
 - ♥ Use the term "physical activity" and find activities that are fun!
 - ♥ Show kids how fun it can be so they will want to do it the rest of their lives.
2. Recognize the definitions for physical activity and associated words (United States Department of Health and Human Services, 1996, 1999):
 - ♥ **Physical activity:** Any bodily movement you do with skeletal muscles that expends energy.
 - ♥ **Exercise:** Activity that is structured and tends to have fitness as its goal. "Exercise" is very often perceived as more of "must do" than a "want to do!" Exercise isn't necessary for health benefits but activity is!
 - ♥ **Physical fitness:** A level of health you acquire by being physically active.
 - ♥ **Workout:** Often used to refer to exercise.
A "workout" to stay fit sounds more like work rather than fun!
3. Recognize the ultimate goal...improved health...can be achieved with simple changes.

A person doesn't need to "exercise" (are you "caught" or have you thrown away the word "exercise" yet?) endlessly to receive health benefits! The little activities add up. Only three 10-minute sessions a day of everyday activities like gardening, vacuuming, climbing stairs, and walking to school will help strengthen heart, tone muscles, and maintain a healthy weight.

A person doesn't have to be a "fitness fanatic!" Activity, rather than fitness is the focus. Fitness levels vary with individual differences such as genetics and age. Research does not show that fitness levels of youth have decreased (partly because fitness levels weren't measured years ago), but body composition has. Today's youngsters are slightly fatter than they were 20 years ago. Studies suggest that a low physical activity level is a primary factor contributing to excessive fat accumulation. (6, 7)

4. Along with health benefits, recognize the potential for improved learning in schools!

There is a move away from structured fitness programs and towards movement education. Movement education offers the opportunity to focus on the individual child and has enhanced the use of creative instructional methods in schools. (6) Movement education provides a balanced physical education program that teaches skills and concepts. These are important in the development of self-confidence necessary to feel comfortable participating in physical activities.

Now that you've had a little warm-up, it is time to begin thinking about creating awareness of physical activity.



Increase community awareness

Bonnie Pruden is considered the first lady of fitness. She gained national fame in 1955 when she wrote the SHAPE of the nation address. Her work with Dr. Hans Kraus promoted Dwight Eisenhower to form what is known today as the President's Council on Fitness and Sports (8). It was one of the first steps towards creating a national awareness of a trend...a decrease in children's activity.

Awareness needs to occur at the community level as well so that people will be motivated to create environmental change. The tools and methods that can be used to make a difference include:

1. **Communicating research findings from recognized experts, i.e., Centers for Disease Control (CDC), Surgeon General, and National Association for Sports and Physical Education (NASPE)**

Example:



"Schools and community programs that promote regular physical activity among young people could be among the most effective strategies for reducing the public health burden of chronic diseases associated with sedentary lifestyles." ...CDC (9)

2. Convincing key money holders to create change by comparing the cost of new programs and activities with potential healthcare savings

Example:



Money spent by a business to create walking paths on the grounds, or contract with a gym for use of facilities as an employee benefit, is likely to be returned in increased employee motivation, decreased absences, and decreased health care costs.

3. Finding opportunities to demonstrate and promote physical activity

Examples:



Example a: Plan for physical activity at school assemblies if none exist. School assemblies could include “activity moving” songs, games, or school cheers.

Example b: Suggest youth organizations plan physical activity for every meeting, if it isn’t a common practice.

4. Problem-solving the factors that keep people from participating in physical activity and then make people aware of the solutions

Example:



Example a: Participation in recreation department dance classes was limited by facility space in one community. The recreation department reached an agreement with the middle school to hold the classes in the commons area. This action significantly increased the class size!

Example b: Swim classes were scheduled at the same time as a very popular library story hour, affecting participation in each program. A simple time change avoided a conflict and increased participation in reading and activity!

5. Identifying and taking advantage of existing community interests and opportunities

Example:



Example a: One community identified the popularity of in-line skating and took steps to create a safe “path” for all to use.

Example b: Another community might develop an interest in “sidewalk games” and find a safe place in the community to draw, hopscotch, or play other games.

6. Creating social opportunities for physical activity to increase participation

Example:



Many people participate in group events for the social opportunity. Organizing a “walking club” may get more people involved than just trying to convince people to walk alone. The opportunity to “visit” while they walk may be a motivating factor!

7. Creating opportunities for small successes that build to more successes

Example:



Children at one school chose a destination on a map they wished to make as a walking goal each year. Small success towards the goal was celebrated each week when they plotted how far on the map they had walked toward their goal that week!

8. Sharing personal experiences and modeling appropriate behaviors

Example:

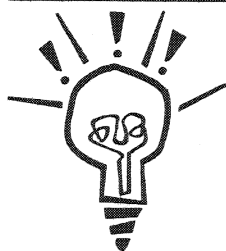


Parents can model physical activity in a number of different ways. One way is to take a family walk after a Sunday or holiday meal!



References and Resources

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- (8) Sports Illustrated, Vol. 90. No. 23, page 12. June 7, 1999.
- (9) Centers for Disease Control. *Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People*. MMWR, March 7, 1997 / 46(RR-6); 1-36. Available on-line www.cdc.gov/epo/mmwr/preview/mmwrhtml/00046823.htm. Accessed 7/6/00.



Module Tip:

Get on the bandwagon with CDC to make physical activity everywhere you go!

FAQs:

- ❑ **Question:** How long does a person need to be active to see increased fitness benefits?
- ❑ **Answer:** Health experts state that any sustained movement has fitness benefits. The 1996 Surgeon General's Report states that men and women of all ages benefit from a moderate amount of daily physical activity. The moderate amount of activity can be obtained in longer sessions of moderately intense activities (such as 30 minutes of brisk walking) or in shorter sessions of more strenuous activities (such as 15-20 minutes of jogging). It is suggested that adults include 20 minutes 3 times per week of vigorous intensity activity, and 30 minutes 5 times per week of any intensity.
- ❑ **Question:** Help! Because of my job, family, and other commitments, I just don't have time for physical activity.
Answer: Physical activity is a fun way to spend time with your family and build healthy relationships! It can also reduce stress, making it easier for you to cope with job demands! Find small periods of time throughout the day, or schedule a "health break" at the same time each day until it becomes a habit!

Module Glossary:

Exercise: Activity that is structured and tends to have fitness as its goal.

Noncompetitive physical activity: Participation in the activity isn't dependent on "winning a spot" based on a skill level in comparison with others.

Physical activity: Any bodily movement you do using skeletal muscle that expends energy.

Physical fitness: A level of health you acquire by being physically active.

Workout: Often used to refer to exercise.



Brainstorming Physical Activity Awareness

1. List awareness creating activities your community can use for physical activity. Remember to plan something for each community group (children, teens, parents, senior citizens, business, and others).
2. Include these activities in an action plan.

Children: *Example: A physical activity tip from the principal on the intercom each morning*

Teens: *Example: A survey to determine interests*

Parents: *Example: Physical activity suggestions in a parent newsletter*

Senior Citizens: *Example: Post suggestions on the senior center bulletin board about how people can model physical activity for grandchildren*

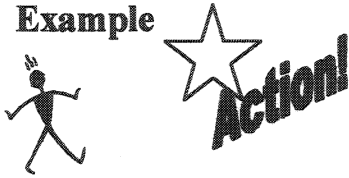
Environmental Change Plan

Objective: To increase the awareness of the benefits of physical activity in the community, for families with children by 1/02/06.

Environmental change methods planned. Check all that apply.	Actions and resources needed to implement the plan	Problems to resolve	Who takes action, and by what date?	Review—results of actions Check all that apply.
<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Repetition <input checked="" type="checkbox"/> Education <input type="checkbox"/> Support <input checked="" type="checkbox"/> Reward -Or- Problems resolved: <input type="checkbox"/> Communication <input type="checkbox"/> Time <input type="checkbox"/> Location <input type="checkbox"/> Lack of equipment <input type="checkbox"/> Other	<p>Action: Plan an event with retailers at the "mall" by December '05</p> <p>Marketing Plan: Telephone a personal contacts to retailers and mall representatives</p> <p>Resources: Stamps, stationary</p> <p>Action: Plan activities by 8/05</p> <p>Marketing Plan: not needed</p> <p>Resources: fish bowl supplies</p> <p>Action: Find volunteers to staff activities</p> <p>Marketing Plan: Mall announcements, TV/ radio announcements</p> <p>Resources: Volunteer to write announcements and make contacts to implement them</p>		<p>Susan makes contacts by 2/05</p> <p>Judy, David, and John work with mall representatives to plan activities by 8/05</p> <p>Tim, Don, and Shari find volunteers by 9/05</p>	<p>Communication:</p> <input type="checkbox"/> Great marketing <input type="checkbox"/> Need M-and-M's <p>Time:</p> <input type="checkbox"/> Good timing <input type="checkbox"/> Needs work <p>Location:</p> <input type="checkbox"/> Good <input type="checkbox"/> Needs work <p>Resources:</p> <input type="checkbox"/> Feasible cost <input type="checkbox"/> Good <input type="checkbox"/> Needs work <p>Participation:</p> <input type="checkbox"/> Good <input type="checkbox"/> Needs work <p>Overall:</p> <input type="checkbox"/> Great-continue <input type="checkbox"/> Good-revise <input type="checkbox"/> Fair-revise

Comments:

Example



Event Planning Tool

Use this example to create awareness and participation!

Title Of Program/Project/Event: "Fish Bowl Trivia in the Mall"

☒ Media ☐ School ☒ Business ☒ Community

Target Audience: (check all planned for your activity)

☐ Students ☐ Parents ☐ Teachers ☐ School meal director and staff ☐
☐ School administrators ☒ Business/community leaders/community-at-large 3850

Outline/Description/Objectives/Ideas:

Objective: To increase awareness of activity choices.

Description:

1. Create questions about activity (these can vary according to your audience). Type the questions on a page so that they can be cut into strips that will be placed in a fish bowl. Questions can include the number of minutes of activity recommended each day for good health, safe stretching techniques, etc.
2. Have participants draw questions from the bowl, and then ask them to answer the question correctly.
3. Give participants who answer the question correctly, a small prize.
4. Give all participants tip sheets of activity suggestions.
5. Have mall merchants promote the event with placards at the register and a special discount when a tip sheet is shown.
6. **Optional:** demonstrate activities.

Marketing Plan: Announce in newspaper and on radio

Resource Materials/Supplies/Food/Handouts:

Fish bowl, questions

Costs/Funding Source:

Printing

Manpower Needed:

1-2

Space/Time/Date Requirements:

1 table

Prep Time:

1-2 hours

Alternate Plan:

Comments:

Also a good activity for coaches when "sports" related questions are used. Can also be used with healthy eating suggestions.

Chapter 5 *Physical Activity*

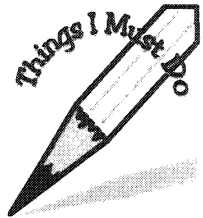
Module 2: Creating Physical Activity Actions



Step Up and Step Out to increase opportunities for physical activity in your community!



Have you already thought of ways your community can raise the bar to increase physical activity opportunities? Begin the fun by assembling key players! If park and recreation department administrators, and school district PE staff were not a part of original listening session and brainstorming discussions, it would be good to get their input and create partnerships before planning your actions!



1. Involve key players

The physical education and classroom educator plays a vital role in the actions planned and needs to be a part of planning from the very beginning.

2. Use information from the community review, listening sessions and VMSOA planning

Planning is now directed towards specific actions to meet the objectives set for Physical Activity.

3. Build on what exists



Begin with easy to implement and low cost actions. Be flexible.

Planning for Environmental Changes:

1. Involve key players
2. Use information from the community review, listening sessions and VMSOA planning
3. Build on what exists
4. Plan actions using environmental change methods
5. Plan ways to measure success
6. Take actions
7. Review results

4. Plan actions using the environmental change methods

The methods are discussed in Chapter 2 *Action Planning* Module 5: Action Planning Tools to create plans for change:

- | | | |
|-----------------|--------------|-----------|
| ♥ Policy | ♥ Repetition | ♥ Support |
| ♥ Collaboration | ♥ Education | ♥ Reward |

5. Plan for ways to measure success

Tips for measuring success are given in Module 5 of this Chapter.

6. Take actions



Planning is very important, but groups can get bogged down and people lose interest if actions are not taken early. The only way to be sure something will work is to try it!

7. Review results

The **Environmental Change Plan** is very helpful. The planning steps can be reviewed and comments for revision noted. It provides an excellent communication tool.

Changing the environment to increase physical activity

A survey commissioned by the International Life Sciences Institute (ILSI) (1) found there is a genuine interest among parents and children in volunteering to bring physical activity opportunities to families and communities. A significant finding resulting from the survey is that public school facilities (playgrounds, gyms, swimming pools, etc.) are underutilized physical assets and that parents and older children are willing to volunteer in helping turn community schools into recreational centers during non-school hours—afternoon, evening, weekend, and summer.

What are the potentials in your community...not only the public school facilities, but also any place that physical activity can occur? Take a close look at what exists in the community while considering the factors that motivate people to increase physical activity choices.

“What Turns Kids on to Fitness” (2)

Turn Ons

- ♥ Having fun
- ♥ Feeling successful
- ♥ Playing with peers
- ♥ Sharing experiences with family
- ♥ Experiencing a variety of activities
- ♥ Having an enthusiastic coach or teacher
- ♥ Feeling that an active lifestyle is their own choice



Turn Offs

- ♥ Putting winning above all else
- ♥ Never improving
- ♥ Getting injured too often
- ♥ Feeling forced to play through pain
- ♥ Doing the same thing over and over
- ♥ Getting ridiculed by friends, family or coach
- ♥ Not having a say in the sports they play

In addition, there is some evidence to suggest that if the following conditions are met, activity becomes a necessary part of one's life (3):

- ♥ The activity must be noncompetitive; the student chooses and wants to do it.
- ♥ It must not require a great deal of mental effort.
- ♥ The activity can be done alone, without a partner or teammates.
- ♥ Students must believe in the value of the (activity) for improving health and general welfare.
- ♥ Participants must believe that the activity will become easier and more meaningful if they persist. To become a habit, the activity must be done for at least 6 months.

Environmental changes to increase activity

The Centers for Disease Control and Prevention provides tips to also keep in mind when planning for environmental change. (4) They include:

- ♥ Provide access to safe spaces and facilities for physical activity in the school and the community...readily available to community agencies and organizations offering physical activity
- ♥ Establish and enforce measures to prevent physical activity injuries and illnesses.
- ♥ Provide time within the school day for unstructured physical activity
- ♥ Discourage the use or withholding of physical activity as punishment
- ♥ Provide health promotion programs for school faculty and staff

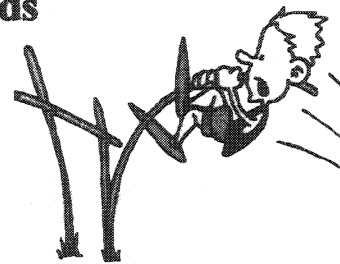


Jump into change!

Anything that increases movement works! Anything that is easy and fun can be successful! Consider how you can encourage or make it easier for people to choose the following:

- ♥ **Everyday activities:**
Walking the dog, mowing, raking leaves, picking up at home
- ♥ **Workday activities:**
Fitness/stretch breaks, stairs vs. elevator, walking/biking to work
- ♥ **Recreational activities:**
Running, walking, basketball, football, soccer, volleyball, aerobics
- ♥ **Leisure/play activities:**
Swinging, miniature golf, jump rope, climbing, playing, dance, skating
- ♥ **School activities:**
Physical education and classroom movement

Pole vault into action with environmental methods



Policy method of environmental change

Are there written or “unwritten” policies regarding physical activity? Do the policies promote enjoyable lifelong physical activity?

Examples:



Example 1: One community had a long history (unwritten policy) of a very competitive parks and recreation programs. Summer baseball teams had only the best, most competitive players. The community did not give this a second thought until the school health coalition reviewed community options for noncompetitive physical activity. Changes to add noncompetitive opportunities to the existing program made it possible for many more children to participate in recreation programs. The community increases awareness and builds participation each year.

Example 2: It was one community’s policy to designate a health and wellness committee as a part of the Chamber of Commerce. The committee was continuously looking for ways to increase opportunities for health and wellness in order to make the community more attractive to business. This “policy” helped to sustain the goals of the school health initiative throughout the business community.

Example 3: Another community had an “unwritten policy” to incorporate healthy games as a part of their county fair. Repetition, another environmental change method, has made this an event everyone looked forward to!

Example 4: It is difficult to send the message to students that physical activity is important when scheduling doesn’t allow for physical education classes more than twice a week for most students, and not at all for some students! One school found the opportunity to arrange the schedule to increase the frequency of PE from several times a week to everyday.

Motivating policy makers to make change

1. Use information from *Fit, Healthy, and Ready to Learn: A School Health Policy* developed by the National Association of State Boards of Education, (5) along with other guidelines.

Examples:



Example 1: “Teachers shall aim to develop students’ self-confidence and maintain a safe psychological environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind. Physical education staff shall not order performance of physical activity as a form of discipline or punishment.”

Example 2: “As health-related physical fitness is influenced by factors beyond the control of students and teachers (such as genetics, physical maturation, disabling conditions, and body composition), test results shall not be used to determine course grades or to assess the performance of individual teachers.”

2. Look for win/win situations. Policy makers strive to maintain continuity while balancing the financial, legal and moral demands of the whole community.

- ♥ Can you make change cost-effective?
- ♥ Can the change increase recognition and support?
- ♥ Can the change improve quality of life for the community?

Collaboration method of environmental change

Win/win situations occur when partners work together to share responsibilities, resources, and rewards!

Examples:



Example 1: A community recreation department was searching for options to expand choices for individual activities at the same time school district administrators were concerned about the cost of maintaining the high school swimming pool. Collaboration between the two groups resulted in a sharing of maintenance expenses and expanded individual swimming opportunities for the community, a “win/win” solution.



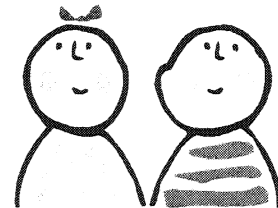
Example 2: Patients at a local hospital were in need of daily physical activity to rehabilitate injuries. The hospital staff approached a local motel with an indoor swimming pool to collaborate on a partnership that would meet patient needs and bring additional revenue to the motel. The partnership also led to community recognition and enhanced quality of life for residents.

Example 3: Latchkey programs for at risk students presented opportunities in two communities. Programs that originally provided only academic tutoring academics, or "fill time," now incorporate healthy snacks and physical activity. One of the communities contacted a church whose members were interested in donating foods to help with the snacks. Collaboration with the church has created a wonderful opportunity for them to further their mission by educating and modeling healthy choices. The other community has support from the school system to hire staff to incorporate healthy snacks and physical activity in the tutoring program.

Repetition method of environmental change

Giving up too soon is a common mistake when creating environmental change. It takes a while sometimes for something to "catch on."

Other times, repeating something gives the coalition an opportunity to identify areas for improvement, and with a little revision, a "disappointment" can become a success. Most of us are aware of an event (like the New York City Marathon) that began very small but has grown huge with repetition.



Examples:



Example 1: One community created a "family walk" activity for their annual Fall Festival. The first year participation was fair, but the second year it was lower. The community was disappointed with participation and considered eliminating the activity. However, after problem solving, it was determined that the location of the walking course, and traffic congestion made participation very difficult. The coalition is working on a plan to change the location and timing of the walk to make participation easier.

Example 2: Another community started a tradition of a summer recreation event that was supported by local businesses. Community members got together for a day filled with swimming, volleyball, healthy foods, and other fun events. Repetition made this a very popular event.

Education method of environmental change

Education is important to create awareness or increase knowledge and skills to make healthy physical activity choices.



Examples:



Example 1: A rash of athletic injuries in a wide range of sports—including football, basketball and track—prompted a coalition to initiate a change. The goal was to reduce the number of sports injuries and loss of playing time due to injury. The coalition convinced the school's athletic staff and administration to make a commitment to educate the school staff and students about benefits and how to stretch for greater flexibility.

In addition to making stretching a key part of all sports practices, this program added a stretching program three times a day for three-five minutes, at the elementary school level. Now several years later, the students who were taught how to stretch, and the value associated with increased flexibility, are incorporating that practice into their daily routine as easily as they catch a pass, shoot a free throw or cross the finish line.

What started out as education about reducing sports injuries was transposed into a fundamental attitude and belief that stretching is an essential part of not only athletics, but also of daily living.

Example 2: An after-school tutoring program for at-risk kids incorporates teaching skills in lifetime sports. Many at-risk kids do not participate or have an interest in sports because they do not feel comfortable in a competitive environment. This totally noncompetitive environment opens more possibilities for learning.

Support method of environmental change

Arranging the environment to make change easier is a key manner of support. Other ways the coalition can provide support is through the provision of resources, or with recognition.

Examples:



Example 1: A community had a wonderful walking track that was rarely used. Through a coalition listening session it was discovered that the public did not feel safe when using the track at night. While most community members wanted to walk in the evenings, a dark walking path invited trouble. Empowered with community input and goals, the coalition provided support for a successful community fund-raising campaign to light the track!

Example 2: One community built a walking track in a neglected roadside park, no longer used because of highway development. The area was deeded to the city with the stipulation that it would be maintained as a park. The area was in need of a major face-lift when it came to the attention of the local coalition. Through a collaborative effort of coalition, city, and county, support was given to create a matching funds program.

For a donation to the "Buy a Piece of the Walk" campaign, the supporter's name was recognized on a sign at the park. Trees were planted, and a three-quarter mile concrete, circular walk track was completed. Long-range plans include lighting to improve the safety of the area, and playground equipment to maintain an emphasis on walking and family involvement. This old "rest stop" is now a busy "activity stop."

(This provides a great example of collaboration and support methods!)

Example 3: Teachers in one school worked with administrators to gain support for a wellness room. Administration provided support by making a room available, while teachers brought in miscellaneous fitness equipment from home to equip the room. The wellness room became a social meeting place...with activity. Teachers gave each other support and many enjoyed equipment that hadn't been used at home! This action also helped to model healthy choices for students!

Reward method of environmental change

We all like to be rewarded for the changes we make. Reward keeps us motivated. There are two types of reward. It can be:

1. **“External Reward:** A reward given from another person or group. It may be in the form of recognition, or a “prize” for something well done. External reward is often used as the only method for motivating children, and too often just the winners! Reward for involvement, not winning, is a more effective manner of motivating everyone.

Concerns related to external rewards include:

- ♥ The reward is often seen as the only reason for participating in the activity...there is too much focus on the reward
- ♥ The external motivation does not encourage and promote lifelong physical activity.

IDEAS for external rewards:

- ♥ Participation awards, i.e., ribbons, certificates, and trophies.
- ♥ Awarding shoe laces for walking distances student determined at school.
- ♥ Individual achievement stickers in PE class.
- ♥ Student recognition of personal achievement through individual, group, community or other appropriate means.
- ♥ Words of verbal praise from a coach, teacher or mentor. The resulting recognition and interaction with the student fosters the probability of continued positive lifestyle behavior choices.

Examples:



Example 1: One community sponsored a yearly walk/fun run during their annual Fall Festival for adults. The school health initiative added a noncompetitive kid’s component and awarded “medals” for all participants. A local bank was so impressed with participation that they upped the ante for the next year. The bank offered a prize of new playground equipment to the school having the most number of participants! Winning the reward has become a yearly goal for schools in the community!

Example 2: Another community offered coupons from area businesses for “healthy foods” for participants in their annual community “walk”. This practice rewards business with recognition of their “healthy contributions.” The action also increased the potential for additional business when the coupons are redeemed. The participants were rewarded with increased awareness of opportunities for healthy eating choices.

2. **“Internal Reward:”** A reward that is not dependent on another person or thing. Internal rewards can include the thrill of a challenge, fun, creativity, curiosity, control (self-responsibility) or desire to learn.

Internal reward/motivation:

- ♥ Increases feelings of physical activity ability
- ♥ Promotes choice, and self-reliance
- ♥ Allows FUN, interest, enjoyment, and excitement to be the major motivators
- ♥ Encourages the learning process, and skill building
- ♥ Combines choice & skills, the key that leads to motivation to be a physically active person



IDEAs for internal rewards:

- ♥ Journaling feelings and ideas
- ♥ Recording efforts
- ♥ Self-assessment and self-monitoring

The fun factor!



Fun is the primary reason children give for participating in physical activity. (6) People are more likely to participate in activities they enjoy, and there are many ways to make physical activity fun. Because what is fun for one person may not be fun for another, a variety of activity opportunities should be planned.

Some people like team sports, others like “social activities” (aerobics or dance classes), while others prefer individual activities (using fitness equipment at home). As you are planning, keep in mind fun is one of the best rewards you can provide!

Additional ideas

Other ideas for environmental change may be found in Active Community Environments (ACEs) publications. ACEs is a CDC sponsored initiative to promote walking, biking, and the development of accessible recreation facilities. (7)

Guidebooks include:

- ♥ ***Active Community Environments***—a guide to collaborative efforts between public health, transportation, and city planning organizations
- ♥ ***Kids Walk-to-School***—a guide for community action to promote walking and biking to school
- ♥ A CDC/National Park Service program to help communities develop and promote local recreation facilities such as parks, trails, and greenways

Creative Walking, Inc. (8) also provides information on creative ways to integrate walking and wellness into a school improvement plan, including “Walk with the Principal,” started by Ray Wilson in Edgefield, SC.



References and Resources

- (1) Physical Activity Message for Parents from New Survey: No More Excuses. International Life Sciences Institute (ILSI). Physical Activity and Nutrition Program/Nutrition and Health Promotion Program. Press Release, Washington, DC, July 1, 1997. Website: <http://www.ilsi.org/nhppress.html>.
- (2) Youth Fitness. Congressional Quarterly, Vol 7, No. 36, Sept. 26, pages 841-864, 1997. As quoted from Susan Kalish, Your Child's Fitness: Practical Advice for Parents
- (3) Physical Activity for Children: A Statement of Guidelines, 1998. National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599. Phone: (703) 476-3410; website: naspe@aahperd.org.
- (4) Centers for Disease Control and Prevention. *Guidelines for school and community programs to promote lifelong physical activity among young people*. MMWR 1997;46(No. RR-6). Phone 800-458-5231 www.cdc.gov/epo/mmwr/preview/mmwrhtml/00046823.htm

- (5) National Association of State Boards of Education: *Fit, Healthy, and Safe and Healthy Schools Projects*, National Association of State Boards of Education, 277 S. Washington St., Suite 100, Alexandria, VA 22314. Phone: 703-684-4000; Website: <http://www.nasbe.org/healthyschools/fithealthy.mgi>
- (6) Physical Best, American Alliance for Health, Physical Education, Recreation, and Dance, 1990 Association Drive, Reston, VA 22091-1599, 703-476-3400, www.aahperd.org , 1999
- (7) Centers of Disease Control and Prevention, Atlanta, GA. ccdinfo@cdc.gov; <http://www.cdc.gov/nccdphp>
- (8) Creative Walking, Inc., P.O. Box 50296, Clayton, MO 63105. Phone: 800-762-9255



Module Tip:

Fun is one of the best rewards you can provide!

FAQs:

- ❑ **Question:** Our community doesn't have a complete workout facility. What is the best way to meet the community need?

Answer: A workout facility isn't necessary. Look for opportunities for increased activity in daily living.

- ❑ **Question:** How does the coalition learn what people find fun, to increase opportunities for internal motivation?

Answer: It starts with you. What do you consider fun? Chances are other people will find those things fun too. Talk with people about what they enjoy; consider setting up a "call-in line" through the newspaper or in partnership with a local television station. Provide a list of feasible possibilities along with asking for ideas.

Module Glossary:

External reward: A reward given by another person or group. It may be in the form of recognition, or a "prize" for something well done.



Physical Activity Up-Close

This tool will help you go beyond the community review to take a closer look at physical activity. Consider the following possibilities for each community group (students, teens, parents/adults, senior citizens, business and schools). Use the information as a measure of progress.

List opportunities for physical activity that currently exist in your community.

List good role models for physical activity.

Provide examples of how physical activity is becoming a habit at home, in the school, and in the community.

List age appropriate activities.

Give examples of good opportunities for freeform play for toddlers and preschoolers such as running, jumping up and down, or climbing on a jungle gym.

List structured noncompetitive activities with rules and teams for school-age kids, like soccer, T-ball, or gymnastics.

List examples of low impact activities for senior citizens and others.

List the types of activities that have good participation.

Which of the existing opportunities are not used to their full potential?

What are the communication, time, or location problems...or a lack of facilities or resources...that keep opportunities from being used to their full potential?

Which resources are needed for making changes (people, facilities, and other resources)?



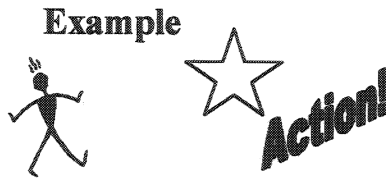
Example

Environmental Change Plan

Objective: Include a new physical activity in at least 2 summer events attended by families by 8/30/05.

Environmental change methods planned. Check all that apply.	Actions and resources needed to implement the plan	Problems to resolve	Who takes action, and by what date?	Review— Results of actions Check all that apply.
<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Repetition <input checked="" type="checkbox"/> Education <input type="checkbox"/> Support <input type="checkbox"/> Reward	Action: <i>Plan physical activity during a concert in the park on June 15, 2005</i> Marketing Plan: <i>Announce to coalition in order to solicit volunteers</i> Resources: <i>To be determined</i>		<i>Jane contacts Park Board by 1/2/05</i> <i>Lynn finds volunteers by 4/2/05</i> <i>David organizes activities by 5/2/05</i>	Communication: <input type="checkbox"/> Great marketing <input type="checkbox"/> Need M-and-M's Time: <input type="checkbox"/> Good timing <input type="checkbox"/> Needs work Location: <input type="checkbox"/> Good <input type="checkbox"/> Needs work Resources: <input type="checkbox"/> Feasible cost <input type="checkbox"/> Good <input type="checkbox"/> Needs work Participation: <input type="checkbox"/> Good <input type="checkbox"/> Needs work Overall: <input type="checkbox"/> Great-continue <input type="checkbox"/> Good-revise <input type="checkbox"/> Fair-revise
-Of- Problems resolved: <input type="checkbox"/> Communication <input type="checkbox"/> Time <input type="checkbox"/> Location <input type="checkbox"/> Lack of equipment <input type="checkbox"/> Other	Action: <i>Market</i> Marketing Plan: <i>Discuss on the midday news Park Board, boards, volunteer to write a public service announcement for the radio</i> Resources: <i>posters and other supplies</i> Action: <i>Hold the event</i> Marketing Plan: <i>above</i> Resources: <i>Music and equipment</i>		<i>David and Pat coordinate the event</i>	

Comments:



Event Planning Tool

Title Of Program/Project/Event: Dance to Music in the Park

☐ Media ☐ School ☐ Business ☒ Community

Target Audience: (check all planned for your activity)

☒ Students 250 ☒ Parents 300 ☐ Teachers ☐ School meal director and staff
☐ School administrators ☒ Business/community leaders/community-at-large 200

Outline/Description/Objectives:

Participants will increase their level of physical activity at the concert by dancing to tunes.

1. Band will play 3 tunes designated for "dancing" during the evening
2. The local dance teacher will lead the audience in the dances which will include:
 - a. Line dancing
 - b. Hokey pokey
 - c. 60's and 70's dances such as the "Swim", the "Monkey", the "Jerk"

Marketing Plan: Print flyers for bulletin boards at the library, post office, supermarket, and senior citizen's center. Play the tunes and make an announcement on local radio 2 weeks in advance of the date.

Permits Or Permissions Required: Permission from the Park Board and Band Director

Resource Materials/Supplies/ Handouts/Food/: Microphone for the dance instructor; an area large enough for dancing

Costs/Funding Source:

No cost required

Manpower Needed:

1. Volunteers for bulletin board announcements and posting
2. Radio announcement
3. Dance instructor

Space/Time/Date Requirements:

No special. Date: 6/30/05

Prep Time:

little

Alternate Plan:

Indoor concert at the high school

Comments:

Chapter 5 *Physical Activity*

Module 3: Physical Activity in School



Step Up and Out to build physical activity excellence in school

According to the National Center for Education Statistics 46.5 million elementary and secondary students attend public schools everyday.



The school's role in physical activity



Consider how the school can play an important role in health education and promotion. Since the school environment makes up a significant part of the daily life of a child, this provides a perfect opportunity to promote physical activity and fitness education. Physical education classes are an obvious choice for much of this education and modeling.

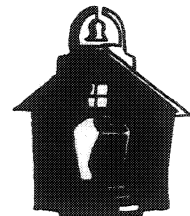
"Schools have a responsibility to give children in the community the knowledge and skills necessary for a healthy and successful life. People who are health literate and physically educated have the knowledge to effectively contribute to society, as well as maintain high levels of physical, social, and emotional health". (1)

Kansas State Department of Education, 1998

The current status of physical education in schools

Although U.S. children are more active than U.S. adults, a Centers for Disease Control and Prevention (CDC) survey showed that 48% of girls and 26% of boys do not exercise vigorously on a regular basis. (2)

The facts become even more disappointing when one recognizes that physical education classes account for less than 1 ¾ hours of physical activity per week. (3)



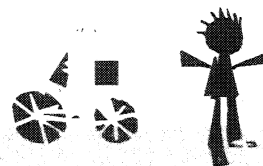
Combine this with those significant TV viewing time statistics, and physical activity is limping along!

The statistics emphasize the importance of increasing opportunities for physical activity in and outside of the school. Within the school, look for physical activity opportunities in the classroom as well as in physical education classes!

Center for Disease Control (CDC) guidelines

In 1997, CDC published guidelines for school and community programs (2) aimed at promoting physical activity among young people. Included in the guidelines are recommendations for daily physical education in schools and suggestions on how to develop effective programs that modify the focus from competitive sports toward emphasizing an active lifestyle through enjoyable participation in physical activity. A copy of these guidelines can be downloaded at the website listed under resources and references.

Changes in physical education practices



Increased movement and teaching physical activity skills are the name of the game! But we are still not up to par! Despite the promise of positive healthy benefits, there are too many elementary physical education classes in which children are just running laps around the gym or standing on a playing field waiting their turn to throw or catch a ball!



Old practices can be changed, however with a little creativity! Even traditional team sports can take a twist to increase the activity level and involvement of all students.

Examples:



Example 1: Rather than “traditional” baseball where most of the team sits while batters take turns, have the whole team run to 1st base alongside the batter when the ball is hit! To add more movement for the fielding team, have them line-up where the ball is fielded. Then have each person pass the ball over their head to the next person and run to the back of the line. Begin play again when the last person to receive the ball runs to the front of the line and shouts “play ball”.

Example 2: Rather than have students wait in line to throw basketball free-throws, have students maneuver an “obstacle course” around the gym after taking their throws.

Example 3: Rather than play an elimination game like Tag, when “tagged” have the student complete a physical activity (like stretching) and then return to the game.



Physical education curriculum

There is a huge “playing field” to increase opportunities for physical activity. Creating a variety of opportunities and positive influences are key, but so that we know where we are headed, what are good physical activity goals for elementary school students? The Council for Physical Education for Children (COPEC) of the National Association for Sport and Physical Education (NASPE) has developed broad guidelines that include (4):

- ♥ Elementary school aged children should accumulate at least 30-60 minutes of age and developmentally appropriate physical activity from a variety of physical activities on all, or most days of the week.
- ♥ An accumulation of more than 60 minutes, and up to several hours per day of age and developmentally appropriate activity is encouraged.
- ♥ Some of the child’s activity each day should be in periods lasting 10-15 minutes or more and include moderate to vigorous activity.
- ♥ Extended periods of physical inactivity are inappropriate for children.
- ♥ A variety of physical activities is recommended.

The school is a very important zone in the playing field!



Physical education classes

A quality physical education program can be the starting point for building a solid foundation for lifelong activity. A good curriculum provides a balance of activities that:

- ♥ Teach motor skills and knowledge
- ♥ Allow for development of personal social skills
- ♥ Foster a positive attitude about physical activity

The Council on Physical Education for Children (COPEC) (5) has published more specific guidelines for physical education curriculum which include:

- ♥ Maintain a gym class student size equal to a regular classroom for proper student- teacher ratios
- ♥ Plan a class structure that allows students to have high levels of time-on-task, approaching 80% active learning time on a regular basis
- ♥ Plan activities that are developmentally appropriate
- ♥ Develop a curriculum that includes activities that are designed to help children understand the important concepts of physical fitness and the contribution they make to a healthy lifestyle
- ♥ Include activities that emphasize self-improvement, participation, and cooperation instead of winning and losing

A “grade card” for checking your school’s practices is found at the end of this module. Use it to identify opportunities for development!

Promoting physical education classes

The importance of physical education in school may be overlooked because of some following misperceptions about physical activity (6):

Myth: Learning how to move develops naturally through maturation.



Fact: Motor skills beyond the most simple movements and basic reflexes and reactions are learned. Children may try more advanced skills, but most cannot master them without developmentally appropriate, progressive intervention.

Myth: Most children are skilled enough to engage in advanced sports, games, and dances.



Fact: As stated above, this is not true. Most children need age-appropriate versions of adult games. For example, many pre-school age children are expected to play soccer, and yet eye-foot coordination is not fully developed until age 9 or 10.

Myth: Learning basic skills does not motivate children.



Fact: Children enjoy learning what meets their needs. Teaching skills beyond the reach of a child creates boredom, frustration, and restless behavior. Teaching kids the basics they need to develop confidence and competence will increase participation. Children who feel competent and confident behave better too!

Movement in the classroom

The benefits of movement extend outside of physical education class! In the book **Teaching Through Physical Education** (7), the authors emphasize the significant role physical activity plays in learning! They note movement:

1. Promotes active involvement in learning (versus passive learning) that leads to increased understanding.
2. Is a natural medium for young children to learn. Movement activities motivate children and capture their interest.
3. Stimulates development of the motor and neurological systems.
4. Can be experienced as a means of expression and communication.
5. Is a vital avenue by which children explore and develop an understanding of their world.

Teaching children how to move, through the use of developmentally appropriate tasks, fosters development of self-esteem and competence. It also enhances a child's use of leisure time.



“Movement is the door to learning...Movement awakens and activates many of our mental capacities...Learning involves the building of skills, and skills of every manner are built through the movement of muscles—not just the physical skills of athletes, dancers and artisans, but also the intellectual skills used in classrooms and workplaces.” (8)

“Physical educators must collaborate with classroom teachers to increase opportunities for children to move throughout the school day. Movement activities must be encouraged in the classroom to reinforce core subject matter as well as to challenge children to become skillful movers. Classroom teachers should use simple movements to stimulate thinking, create healthy minds, and develop healthy bodies. Physical educators must reinforce the classroom core curriculum with movement as a tool and the gymnasium as the classroom.” (9)

Recess

Recess provides opportunities for physical activity, which helps students stay alert and attentive in class. Denying participation in recess as a form of discipline or canceling it for instructional makeup time limits opportunities for movement. (10)

Recess is a child's "break" from "work." Kids need "playtime" for healthy development...a time to be *kids*. The goal is to have plenty of opportunities for supervised, active play by providing safe playgrounds, free play areas, and a variety of equipment. Adults can suggest to inactive students how they might increase activity, but let the student make the choice!

Step Up and Step Out recommendations

Consider the following actions to integrate increased physical activity into the school and community:



- ♥ Offer students both competitive and non-competitive activities
- ♥ Create physical activities across the curriculum on a daily basis
- ♥ Promote personal physical activity and fitness assessments as teaching tools
- ♥ Promote personal goal setting and self-monitoring tools for students, teachers, and community members
- ♥ Create physical activity options outside of the school day
- ♥ Encourage and empower the Youth Advisory Council to develop/direct physical activity programs
- ♥ Promote and model physical activity "activism" (getting involved)
- ♥ Market and model (M-and-M's) training sessions for coaches and volunteers in development programs for youth
- ♥ Customize objectives and programs to incorporate local resources, talents, and personalities
- ♥ Reach as many different socioeconomic, ethnic, and interested participants as possible to maximize opportunities and activities
- ♥ Plan lessons that teach skills children will use while participating in recreational and leisure activities throughout life





References and Resources

- (1) Physical Education Curriculum Guide, the Kansas State Department of Education, June 1998. Written by Chandler, Judy; DiLislio, Michelle; Dryer, Dan; Ermler, Kathy; Friesen, Ross; Greene, Leon; Harris, Bobbie; Hines, DeeDee; Mehrhof, Joella; Stockard, Jerry.
- (2) Centers for Disease Control and Health Promotion: *Guidelines for school and community health programs promote lifelong physical activity among young people*. MMWR. 1997;46:RR-6
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- (4) Corbin, C., Pangrazi, R. "Physical Activity for Children: A Statement of Guidelines," COPEC, NASPE Publications, Reston, VA . Phone: 703-476-3410
- (5) "Developmentally Appropriate Physical Education Practices for Children, National Association for Sport and Physical Education/ COPEC, 1992.
- (6) Physical Education Methods for Classroom Teachers, Abernethy, Bruce, 1999. Human Kinetics, P.O. Box 5076, Champaign, IL 61825 1-800-747-4457.
- (7) Teaching Through Physical Education. Cone, Theresa; P., Werner, Peter; Woods, Stephen, L.; and Mays, Amelia. Human Kinetics Publishing, Inc. Champaign, IL, 1998. With additional support by Bucek, 1992; Gilbert, 1992; Friedlander, 1992; Gallahue, 1993; Connor-Kuntz and Dummer, 1996
- (8) As quoted by Paul E. Dennison in SMART MOVES Why Learning is Not All in Your Head, Hannaford, Carla, Ph.D. Great Ocean Publishers, Arlington, VA, 1995.
- (9) Jehue, D. and Carlisle, C. (2000) Movement Integration: The Key to Optimal Development. *Teaching Elementary Physical Education*, January 2000 5-8.
- (10) National Association of State Boards of Education: *Fit, Healthy, and Ready to Learn: A School Health Policy*. The publication can be purchased from the Safe and Healthy Schools Projects, National Association of State Boards of Education, 277 S. Washington St., Suite 100, Alexandria, VA 22314. Phone: 703-684-4000; Website: <http://www.nasbe.org/healthyschools/fithealthy.mgi>
- (11) Virgilio, Stephen J., 1997. Human Kinetics, P.O. Box 5076, Champaign, IL 61825. Phone: 1-800-747-4457

Physical education curriculum resources/supplements to check in the resource section of this manual:

♥ **SPARK (Sports, Play and Active Recreation for Kids)**

A non-profit organization of San Diego State University Foundation that has evolved from Project SPARK, a research grant funding from the Heart, Lung, and Blood Institute of the National Institutes of Health. SPARK provides concepts and teaching methods. Training includes organizational and management techniques, how to develop, maintain, and increase student health and physical fitness; how to improve fundamental movement and sports skills; method of class scheduling, facilities management, and equipment organization.

♥ **Physical Best/AAHPERD**

Physical Best is a comprehensive health-related fitness education program to be used in conjunction with existing K-12 physical education curricula. Physical Best moves beyond traditional programs by raising children's awareness of physical fitness, the connection between physical activity, and health-related fitness, and by making physical activity health-related and non-competitive.

♥ **FITNESSGRAM**

FitnessGram is a test and computer software program designed to evaluate and educate students about their current level of health-related fitness. Unique to the health and education fields is the FitnessGram concept of recognition and motivation. The goal is to recognize students who are physically active and who achieve the Healthy Fitness Zone. The program also includes an "ActivityGram."

♥ **The Activity Pyramid**

Like USDA's Food Guide Pyramid, the Activity Pyramid illustrates a "balanced diet" of weekly physical activity and various forms of "traditional" exercise. The activity pyramid helps individuals find ways to add activity to their days and develop lifelong personal habits.

♥ **Physical Essentials (Available Spring/Summer 2001)**

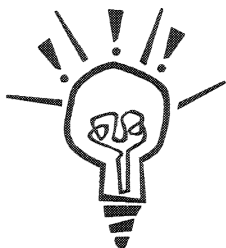
An elementary school curriculum designed to provide students with the knowledge and skills to enjoy a physically healthy lifestyle.

♥ **Physical Focus**

A middle school curriculum designed to provide students with the knowledge and skills to enjoy a physically healthy lifestyle.

♥ **Physical Dimensions**

A high school curriculum designed to provide students with the knowledge and skills to enjoy a physically healthy lifestyle.

**Module Tip:**

The school is a site for physical activity opportunities. The opportunities provide the potential for healthy benefits as well as enhanced learning.

FAQs:

- ❑ **Question:** Is fitness testing an important part of the PE curriculum? How should students be graded?
Answer: Ongoing fitness assessment is used as part of the continuous process of helping children understand, enjoy, improve, and/or maintain wellness. Test results are shared privately with students and their parents as a tool for development. It is recommended that grading practices reflect evaluation of student progress toward learning goals, as well as achievement of those goals.
- ❑ **Question:** Does the size of a PE class really matter more than the size of a regular classroom?
Answer: It is suggested classes do not exceed 30 students per period, per teacher, and per assigned space. Just as in the classroom, it is not possible to teach all the skills and concepts specified in a curriculum and allow enough time and attention for children to question, integrate, analyze, communicate, and apply the concepts.
- ❑ **Question:** How do you plan to make physical education less competitive?
Answer: Emphasize cooperation, socialization, and active lifetime fitness skills rather than just competition and team sports.

Module Glossary:

Active learning time: The time spent moving during any period of learning.

Healthy lifestyle: Patterns of living that include healthy eating, physical activity, and appropriate rest which lead to both physical and emotional wellness.

Self-efficacy: Confidence in ability to do something.



School Physical Activity Grade Card (1)

Use the following checklist to evaluate your school day opportunities.

Yes	No	
___	___	Is physical education offered for at least 150 minutes per week to all elementary students?
___	___	Does a qualified physical educator teach all of the PE classes?
___	___	Does the PE curriculum have actions based on goals and objectives?
___	___	Are the selected activities designed and utilized to maximize learning and participation?
___	___	Do classes emphasize encouragement, support, and socialization?
___	___	Do classes accommodate all students including those with disabilities?
___	___	Do classes contain numbers of students similar to academic areas?
___	___	Are there adequate facilities and equipment to provide a safe environment?
___	___	Does the program emphasize cooperation, socialization, and lifetime fitness skills at least equally with competition and traditional team sports?
___	___	Is there school-wide agreement that physical activity shouldn't be used as punishment?
___	___	Does the school administration actively support the program?

*Adapted from the Kansas State Department of Education Physical Education Curriculum Guide



Identify Mixed Messages in Your School (11)

Frequent practices that send mixed messages about physical activity (or healthy eating) in school are listed below.

1. List instances where these messages are occurring in your school.
2. Use an Environmental Change Plan to develop actions that will send a positive message.

Teachers take away physical activity time for misbehavior or use activity as punishment.

Students miss physical education class because they are finishing classroom assignments or making up missed or over due work.

Administrators and teachers regard physical education time as a chance to provide classroom teachers with a planning period.

Physical education is a part-time subject, meeting only two or three times a week in the elementary school.

Students are frequently rewarded with candy, pop, and other treats that provide empty calories.

Students have limited equipment and facilities to utilize during recess or physical education.

(11) Adapted from Fitness Education for Children

Chapter 5 *Physical Activity*

Module 4: Physical Activity Links

Step Up and Step Out to link physical activity

EVERYWHERE YOU GO!

Physical activity opportunities can be found in the classroom, school cafeteria, community, and home. Physical activity might seem like it's hiding, but take a good look. You'll find activity all around you...not just in physical education classes!



Consider the following physical activity links when writing your coalition's action plan:

Physical activity links with the classroom

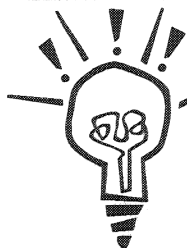


"What we must learn to do, we learn by doing."
Aristotle

"The time that a classroom teacher has for recess and/or physical education can be greatly improved by integrating academics with physical education activities. Physical activity can be taught in the classroom, and academics can be taught in the gym". (1)

Consider:

- ♥ Both the classroom teacher and the physical educator can use integration to help students obtain extra practice in learning academic concepts from a skill development and movement perspective.
- ♥ An interdisciplinary learning experience can use movement as a language all its own. It can be combined with classroom subjects to increase and enrich the student's potential for retaining information.



Module Tip:

Don't leave a link unturned. Look for physical activity opportunities to strengthen community spirit!

FAQs:

- ❑ **Question:** I'm overwhelmed with the things I need to teach now; how can I possibly add activity to my classroom?
- ❑ **Answer:** You don't have to add anything to your current curriculum, but just make a shift in the way that you teach and that your students learn. You can still meet all of your outcomes, with a more hands-on, active approach, instead of using a passive style of learning.
- ❑ **Question:** I'm a food service worker. What does my job have to do with adding physical activity to a school day?
- Answer:** Physical activity and healthy eating are partners in health, and linking them together is the best way to encourage and teach children a healthy lifestyle message.

Module Glossary:

CLASS ACT: Created for teachers by teachers, a collection of innovative activities for promoting physical activity in the classroom.

Interdisciplinary Learning: An educational process in which two or more subject areas are integrated with the goal of enhancing learning in each of the subject areas.



Check "Linking" Actions

1. Use your Environmental Change Plan to check actions for physical activity links.
2. Identify which of the following links are addressed in the plans.
3. Write down ideas for missing links and incorporate them into your plans as possible.

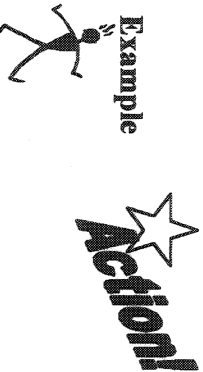
Links with the Classroom:

Links with School Meals:

Links with Administration/School Board:

Links with Parents:

Links with the Community:



Environmental Change Plan

Objective: By December 2005 there will be 4 actions that connect physical activity to school meals and the classroom.

Environmental change methods planned. Check all that apply.	Actions and resources needed to implement the plan	Problems to resolve	Who takes action, and by what date?	Review—results of actions Check all that apply.
<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Repetition <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Support <input checked="" type="checkbox"/> Reward	Action: <i>Plan a Hop to Health on Oct. 10, 2005.</i> Resources: <i>Step Up and Step Out example</i>		<i>Sandra forms a planning team by Sept. 5, 2000</i>	Communication: <input type="checkbox"/> Great marketing <input type="checkbox"/> Need M-and-M's Time: <input type="checkbox"/> Good timing <input type="checkbox"/> Needs work Location: <input type="checkbox"/> Good <input type="checkbox"/> Needs work Resources <input type="checkbox"/> Feasible cost <input type="checkbox"/> Good <input type="checkbox"/> Needs work Participation: <input type="checkbox"/> Good <input type="checkbox"/> Needs work Overall: <input type="checkbox"/> Great-continue <input type="checkbox"/> Good-revise <input type="checkbox"/> Fair-revise
-Of-	Action: <i>School Meal activities are planned</i> Resources: <i>Pyramid Pursuit lesson</i>		<i>Lynn coordinates school meal activities by Sept 25</i>	
Problems resolved: <input type="checkbox"/> Communication <input type="checkbox"/> Time <input type="checkbox"/> Location <input type="checkbox"/> Lack of equipment <input type="checkbox"/> Other	Resources: <i>Sandwich recipe and meal planning guide</i> Action: <i>Hopscotch game is planned</i> Resources: <i>Bean bags, chalk or tape</i>		<i>Connie plans and conducts game by Oct. 10</i>	

Comments:

Example



Event Planning Tool

Title Of Program/Project/Event: **Hop to Health**

☐ Media ☒ School ☐ Business ☐ Community

Target Audience: (check all planned for your activity)

☒ Students 485 ☒ Parents 45 ☒ Teachers 65 ☐ School meal director and staff ____
☒ School administrators 3-5 ☐ Business/community leaders/community-at-large ____

Outline/Description/Objectives/Ideas:

1. Plan classroom lesson about balancing food choices with physical activity.
Play Healthy Hopscotch: Draw your favorite hopscotch outline and write different food groups instead of numbers. Players throw a beanbag or marker onto the first square. Before they hop, they have to name a food from that food group. Players continue from square to square with each successful round until they have completed the course.
Note: Keep all students moving by having them all do a hop, skip, and a jump, around the room when not participating in "hopscotch."
2. Plan Hopscotch Sandwiches in the cafeteria, alternate slices of wheat and white bread.
3. Plan in advance to reward a particular accomplishment with a school-wide "Sock Hop."

Marketing Plan: An announcement on the monthly cafeteria menu calendar and in parent newsletter

Resource Materials/Supplies/Food/Handouts:

Chalk, Beanbags or markers

School Meal Menu

Costs/Funding Source:

Minimal

Manpower Needed:

No extra

Space/Time/Date Requirements:

Hopscotch Space

Prep Time:

Minimal

Alternate Plan:

Mark hopscotch outline with tape if the activity needs to be held indoors. Place a picture of the food group outside the box.

Comments:

Chapter 5 *Physical Activity*

Module 5: Measuring Success



Step Up and Step Out to measure results!

Why Measure Results?

Check the physical activity component of the community review to help plan physical activity actions within the community and school(s). Individuals and institutions benefit by completing the reviews to:

- ♥ Identify strengths and areas for development in a program
- ♥ Determine a starting point by which to determine success
- ♥ Establish goals
- ♥ Check progress with achieving goals



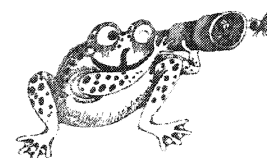
Community results

At first thought, measuring the results of community actions can seem a little challenging. Participation in activities is often used, but the coalition can only impact the number of opportunities presented in the community. It can't make each individual's choice for participation. Of course participation can be used as a measure but there are many other indicators of progress.

Measuring healthy behaviors

To measure success, determine a measure for each action identified on the community review and action plan to change the environment and encourage healthy choices.

Since the coalition can't be responsible for personal choices, focus on measures of the number of opportunities that were created or improved. Some of ideas for measures of actions are discussed on the following pages:



School results

Goals for physical activity include:

- ♥ Teaching skills and increasing an interest in activities that will result in lifelong habits
- ♥ Keeping students in motion whenever appropriate
- ♥ Developing a link with healthy eating



More specific environmental actions the coalition might use to measure success in schools include:



- ☐ An increase in the number/frequency of role models
- ☐ An increase in noncompetitive physical activity
- ☐ An increased number of "wellness" opportunities provided to staff
- ☐ An increase in the number of physical activity in-service sessions provided for staff

Increased opportunities in curriculum might be measured by:

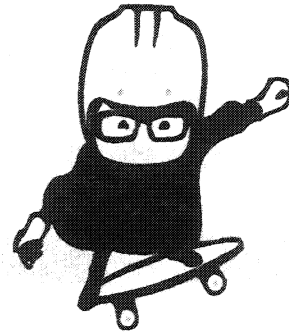


- ☐ An increase in the number of days physical education is offered
- ☐ Increased percentage of classes, school-wide, integrates nutrition education
- ☐ Class sizes closer to recommended standards
- ☐ The number of links formed in each class, i.e., with art, music, school meals, and the classroom
- ☐ An increase in resources readily available for teachers

Changes in student behavior/skills might also be measured by considering the following:



- ☐ Students identify reasons to make physical activity choices.
- ☐ The number of times students ask for physical activity as a reward.
- ☐ If students demonstrate an interest in setting personal physical activity goals



Individual results:

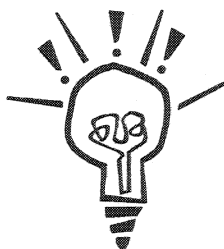
Keeping a log to track physical activity daily is one way to check individual success. Other indicators of success are dependent on the individual goals that are set. Individuals can plan for success by setting a few small, easy to achieve goals for a specific time period and checking accomplishments or the need for resolving the problems that prevent success.

Problem solving measures

Sometimes, measures of success are determined by how many of the “problems” that *prevent* success are eliminated!

Some examples of the factors that may limit success and need to be considered include:

1. **Communication:** Are actions communicated to all that are involved in implementing the plan? Is there good awareness of the event, program, or action?
2. **Time:** Is there good timing with all that is going on in the community or surrounding the action? Is an event or program being held at the right time of the day, or day of the week?
3. **Location:** Is the program or event held in a location convenient to participants?
4. **Resources:** Is the action cost feasible and cost effective? Were there enough supplies, equipment or people available to initiate the action?
5. **Participation:** What factors may have contributed to the success/failure of the action. Were there too many other events/programs occurring at the same time?
6. **Overall:** Should the action be repeated? If it was a success, was it successful considering the resources used? If it was a failure, should revisions be made, and then the action be repeated?



Module Tip:

Daily life activities + programs/events = increased physical activity across the community. Remember CDC's theme "Physical Activity...It's Everywhere You Go." Use this as a reminder to measure activity EVERYWHERE!

FAQs:

- **Question:** Is it enough to just measure changes in school?
Answer: Community actions are just as important. Children spend a significant amount of time in school, but the entire community environment of the whole community sets the course for healthy choices.



Physical Activity Measures Checklist

Check each of the following actions as they are completed.

- ☐ Actions planned for physical activity on the VMSOA plan are developed from the community review and measures are identified for each action.
- ☐ Develop measures for the actions planned above.

Examples:

Action: *Increase the number of noncompetitive baseball teams in the city league.*

Measure: *Record the number of noncompetitive teams at the beginning and at the end of the year and compare.*

Action: *Include at least one activity break at each staff meeting.*

Measure: *Log the number of activity breaks in a year.*

Action: *Enlist the help of service organizations in raising money for a community walking path.*

Measure: *Log the number of service organizations participating at each 3 month interval.*

- ☐ Identify a person who will be responsible for collecting nutrition education action information.

Person responsible: _____

- ☐ Identify the methods that will be used for measuring/tracking information.
- ☐ Determine a schedule for reporting results to the coalition specified in the coalition's timeline.
- ☐ Include the reporting schedule in the coalition's timeline.

Notes:

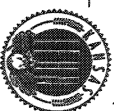


Component: Physical Activity

Example of how measures are indicated

Physical Activity Factors	Initial Status	Actions Planned	Results Demonstrated
1. Opportunities, in addition to physical education classes, exist for physical activity before, during, and after the school day	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: <i>Identify the feasibility of adding noncompetitive physical activity to existing latchkey programs and daycare centers by 2/06</i>	<input type="checkbox"/> In progress Examples of measures: <i>An increase in the number of after school programs offering noncompetitive activity; an increase in the number of resources/ideas provided to facilities</i>
2. Physical activity is a daily part of the classroom routine	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: <i>Form a committee and identify resources/ideas for classroom teachers by 9/05</i>	<input type="checkbox"/> In progress Examples of measures: <i>An increase in the number of times physical activity is incorporated in the classroom</i>
3. Physical activity experiences provided are fun, age appropriate, and enhance a student's self-esteem	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: <i>Create community activity experiences that are appropriate for different age groups by 12/05</i>	<input type="checkbox"/> In progress Examples of measures: <i>An increase in the number of activity experiences for each age group—preschool, K-2, 3-5, 6-8, teens</i>
4. The school/community offers a non-competitive environment for physical activity beyond competitive sports programs	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: <i>Identify more noncompetitive activity for all children in the city recreation league and at high school by 4/06</i>	<input type="checkbox"/> In progress Example: <i>An increase in the number of noncompetitive physical activity opportunities</i>
5. Discipline policies do not include the use of physical activity as punishment	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: <i>Provide education and ideas for alternative punishments by 3/06</i>	<input type="checkbox"/> In progress Examples of measures: <i>A decrease in the number of times physical activity is used for punishment as reported</i>
6. Physical education curricula support the personal development of student behaviors in decision making, goal setting, and personal fitness needed to maintain a healthy lifestyle	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: <i>Form a committee and identify resources/ideas for PE teachers by 9/05</i>	<input type="checkbox"/> In progress Examples of measures: <i>An increase in resources readily available for teachers</i>

Physical Activity Factors	Initial Status	Actions Planned	Results demonstrated Specify # actions taken, changes, or comments
7. Physical education curricula provides instruction in lifetime sports and activities	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: Form a committee and identify resources/ideas for PE teachers by 9/05. Identify training sources for PE teachers by 11/05	<input type="checkbox"/> In progress Examples of measures: An increase in the number of teaching skills used, increased interest by students in activities that will result in lifelong habits; teacher attendance at training sessions.
8. Physical education classes are scheduled with sufficient time and frequency to meet the above curricula goals	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: Work with administrators to identify the feasibility of an increase in time or frequency of physical education classes by 11/05	<input type="checkbox"/> In progress Examples of measures: An increase in time of frequency; steps to meeting the goal, such as changes in facilities or increased staff/ides.
9. Active links exist between students and school health partners, i.e. parents, school staff, and community, for physical activity opportunities	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: Add a physical activity component to the back to school open house, the holiday music program, and the community Fall chili festival by 5/06	<input type="checkbox"/> In progress Examples of measures: The number of links formed in each class, i.e., with art, music, school meals, the classroom, and the community.
10. School staff model personal healthy eating and physical activity choices	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: Involve hospital wellness program staff in developing stretching activities with PE teachers for them to share at district level meetings	<input type="checkbox"/> In progress Examples of measures: An increased number of "wellness" opportunities provided to staff
11. Administration supports the above factors	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: Meet with the school principal to determine what resources/awareness are needed	<input type="checkbox"/> In progress Examples of measures: The number of action steps towards meeting goals following meeting with administrators
Other (please specify)	<input type="checkbox"/> Strength <input checked="" type="checkbox"/> Develop Date 6/05	Example: The coalition will personally recognize and thank administrators, teachers, and others for their efforts	<input type="checkbox"/> In progress Examples of measures: The number and frequency of recognitions given



Chapter 5 *Physical Activity*

Module 6: The M-and-M's of Physical Activity

Step Up and Step Out to promote physical activity!

Remember to use M-and-M's to increase opportunities for physical activity!

A little awareness here and a little role-modeling there, and you are ready to MOVE!

M-and-M's for Sale!

To have the most success with marketing and modeling physical activity throughout the community, it is important for your coalition to understand the factors that influence and motivate community members:

Factors Influencing Physical Activity Behaviors (1)

- ♥ Age—Physical activity declines with age
- ♥ Gender—Males are generally more active than females
- ♥ Knowing how to be physically active—Not just health knowledge, but more “how to”
- ♥ Perceptions about weight—A healthy body perception is important
- ♥ Attitude about activity—Previous experiences are influential
- ♥ Confidence in abilities—Start building this at a young age
- ♥ Norms or what's acceptable and practiced within a group – In and out of school
- ♥ A perception that there isn't enough time – Time is a valued commodity
- ♥ Problems and prompts to being active
- ♥ Peer, parent and teacher modeling – Peer influence is key for teens
- ♥ Day of the week, season of the year, and time of the day – Preferences vary
- ♥ Setting – Is preference for indoor or outdoor, large or small group, alone
- ♥ Increase in TV, computer, and video game use –Uses up free time
- ♥ Organized activities offered – Need for structure versus independence



It is often difficult for individuals or groups working to “sell” physical activity to understand why others fail to place the same value or importance on activity. Your coalition can create a win-win situation by **Stepping Up and Stepping Out** and

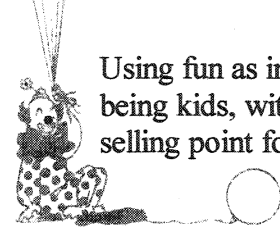
considering these behavioral factors for the audience your marketing campaign is targeting.

Motivation to be active

The two types of motivation, external and internal, were discussed in Module 2. External motivation, things such as stickers, treats, and T-shirts given to students who participate in a fun run, and internal motivation, a person's internal *desire* to participate in an activity can both be used in planning marketing actions.



The internal rewards such as FUN, excitement, and challenge are preferred. From a marketing standpoint, they don't cost extra, and from a behavior change standpoint, they potentially lead to the most long-lasting changes.



Using fun as internal motivation for kids leads to kids just having fun...or being kids, with the added bonus of increasing their physical activity! What a selling point for your coalition!

Recognize Small Steps



"Each long journey begins with the first step."

Chinese Proverb

As the proverb goes, so shall your efforts to increase physical activity among students begin with that important first step. Each step that follows is an important element in building success. Success upon success leads to more active students building lifetime activity patterns.



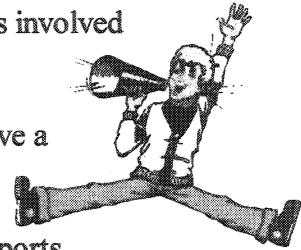
Media M-and-M's

The use of media to spread the word of physical activity is the best means of reaching the largest audience possible in the most efficient manner.

Ideas for media efforts:

- ♥ Speak out on issues related to physical activity.
- ♥ Promote upcoming activity events, and provide information for involvement.

- ♥ Look for local news angles. Are prominent community figures involved in physical activity, or is there physical activity "news" to highlight?
- ♥ Seek out writers that do routine features on sports, or who have a regular health column.
- ♥ Connect with national events for promotion, such as American Heart Month, or National Physical Education and Sports Week.
- ♥ Collaborate with the school and community groups for physical activity events, campaigns, and programs to increase numbers involved, and visibility to the media.
- ♥ Link coalition activities with those that also promote the community...things such as safety, environment, and transportation.



Role models are M-and-M's

Role models influence others through their physically active lifestyle, thus creating a contagious enthusiasm.

Prospective role models:

- ♥ Teen and young adult students from high school or college settings
- ♥ Teachers or school administrators recognized for their leadership abilities
- ♥ Recognized athletes that kids can identify with, i.e., college or professional players, coaches, etc. that have local, regional or national ties to the community
- ♥ Peer group role models
- ♥ Community and business leaders
- ♥ Parents, grandparents, and older siblings
- ♥ You

Example:



One community applied M-and-M's to its youth athletic programs by recruiting and training high school students to serve as coaches. The program was a "win/win" situation. This arrangement met the coalition goal of adding additional physical activity for students through the use of positive role models. This M-and-M effort developed leadership skills for teens, and gave confidence to all involved.



Teens are a natural role model for younger children. Elementary students will listen to every word and watch every move made by their teen counterpart. They want to be like “coach.” Capitalize on this opportunity!

You M-and-M's! (2)



Step Up and Step Out to Find Ways *YOU* Can Model Physical Activity

When making choices:

- ♥ Begin slowly, with little steps that will build change and success
- ♥ Set reasonable goals
- ♥ Pick activities you enjoy and find FUN
- ♥ Consider your daily schedule and determine if morning or evening works best for you
- ♥ Consider whether you prefer to be alone and use activity time as your private time to “think” and unwind, or if you prefer the company of others
- ♥ Consider weather and find alternative activities when necessary (e.g. walking in an indoor mall instead of outside in the winter)
- ♥ Create a plan that works for *YOU*
- ♥ Use physical activity rather than food as a reward (e.g. a class “wins” a walk with the teacher rather than a pizza party)
- ♥ Find little ways to be active around the house, such as manually changing the TV channel
- ♥ Try the stairs
- ♥ Park the car away from the entrance to give yourself a chance to walk
- ♥ Rake leaves, work in the yard
- ♥ Garden
- ♥ Play water volleyball
- ♥ Try a new sport or activity just for FUN
- ♥ Run, jog, and walk in a scavenger hunt
- ♥ Wash the car
- ♥ Create your own active games at a neighborhood block party
- ♥ Host a dance fever contest
- ♥ Encourage younger children to “act out” a story as you read it

Tips for Parents



Instead of having an “adult workout”, have a “playout” with your kids!

To model and encourage physical activity at home:

- ♥ Praise children for their activity efforts
- ♥ Remember activity needs to be age appropriate
- ♥ Be an active participant, not a spectator
- ♥ Keep in mind activity creates great family time for talks, laughter, and togetherness
- ♥ Step back in time and teach your child your childhood games



References and Resources

- (1) Centers for Disease Control and Prevention. *Guidelines for school and community programs to promote lifelong physical activity among young people*. MMWR 1997;46(No. RR-6). Phone 800-458-5231
www.cdc.gov/epo/mmwr/preview/mmwrhtml/00046823.htm
- (2) For additional information check: *Physical Activity: Steps for Adding PEP to Your Life*. The Centers for Disease Control and Prevention (CDC) and the Cooper Institute. To order PEP participant kits in Healthy Eating and Physical Activity, contact 800-635-7050, extension 3230 or e-mail: bshp@cooperinst.org.
Or, **Shape Up America**, founded by C. Everett Koop, M.D., Sc.D.
Online at: <http://www.shapeup.org/>



Module Tip:

Reward the performance, not the outcome; the effort, not the success!

FAQs:

- ❑ **Question:** Will kids participate in activities without receiving rewards such as T-shirts?

Answer: The key is not to totally eliminate all rewards, but to reward the individual effort, not the winning. Practice an “everyone is a WINNER” philosophy.

- ❑ **Question:** How do you convince people to role model healthy choices?

Answer: It starts with *you*! Do what you can to make healthy choices, talk with interested people about the changes you make, and provide support for others who are making changes.

Module Glossary:

Latchkey: An after-school program for children.



Family Activity Checklist

✓✓ Try the "Family on the Go" checklist and see how you do!

- ___ Our family has regular times scheduled throughout the week for physical activity.
- ___ All adult members of our family have moderately intensive physical activity at least 30 accumulative minutes on most, preferably all, days of the week.
- ___ All children in our family are physically active at least 60 minutes and up to several hours per day.
- ___ Our family participates together at least two times per week in physical activities.
- ___ Our family uses physical activity rather than food as a reward.
- ___ Our family obtains toys and equipment that promote physical activity.
- ___ All members of our family understand the Activity Pyramid and use it to create an individual physical activity plan for him or herself.
- ___ Our family has fun with physical activity.

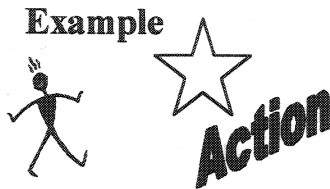


Environmental Change Plan

Objective: Plan 3 events by December 2005 that promote physical activity.

Environmental change methods planned. Check all that apply.	Actions and resources needed to implement the plan	Problems to resolve	Who takes action, and by what date?	Review— results of actions Check all that apply.
<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Repetition <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Support <input type="checkbox"/> Reward	Action: <i>Plan a display at a parent's school open house to promote physical activity</i> Marketing Plan: <i>Parent newsletter and invite local newspaper</i> Resources: <i>to be determined</i>	<i>Define facility space and receive administrative support</i>	<i>Joe and Kathy develop and planning team By July 20</i>	Communication: <input type="checkbox"/> Great marketing <input type="checkbox"/> Need M-and-M's Time: <input type="checkbox"/> Good timing <input type="checkbox"/> Needs work
-or- Problems resolved:	Action: <i>Develop and set-up pyramid</i> Marketing Plan: <i>Banners/posters in hallways and classrooms</i> Resources: <i>Dynabands, hula-hoops, etc.</i>	<i>Ask permission to use existing equipment</i>	<i>Peter and Jane develop and create the pyramid by Aug 15</i>	Location: <input type="checkbox"/> Good <input type="checkbox"/> Needs work Resources: <input type="checkbox"/> Feasible cost <input type="checkbox"/> Good <input type="checkbox"/> Needs work
<input type="checkbox"/> Communication <input type="checkbox"/> Time <input type="checkbox"/> Location <input type="checkbox"/> Lack of equipment <input type="checkbox"/> Other	Action: <i>Develop handout materials</i> Marketing Plan: <i>Banners/posters in hallways and classrooms</i> Resources: <i>References, paper, printing</i>	<i>Identify expert resources with the PE teachers</i>	<i>Tonya and Sam develop and print materials by Aug 15</i>	Participation: <input type="checkbox"/> Good <input type="checkbox"/> Needs work Overall: <input type="checkbox"/> Great-continue <input type="checkbox"/> Good-revise <input type="checkbox"/> Fair-revise

Comments:



Event Planning Tool

Use this example to create awareness and participation!

Title of Program/Project/Event: "Move with the Activity Pyramid"

☐ Media ☒ School ☐ Business ☐ Community

Target Audience: (check all planned for your activity)

☒ Students 485 ☒ Parents 45 ☒ Teachers 65 ☐ School meal director and staff ____

☒ School administrators 3-5 ☐ Business/community leaders/community-at-large ____

Outline/Description/Objectives/Ideas:

Objective: Create awareness and participation in physical activity.

Description:

1. Display items in the sections of a pyramid model that represent ideas or ways of participating in physical activity with your kids.
2. Provide a handout of fun ideas to do at home to keep moving.
3. Set-up a display with equipment for participants to use for engaging in activity on site...for example, stretch with dynabands, or coordinate a "dance" routine or other activity.

Marketing Plan: Include information in an invitation to the event

Resource Materials/Supplies/Food/Handouts:

1. Wood, Plexi-glass, cardboard, crate, or other 3-D replica of a pyramid.
2. Items appropriate in size to fit within the pyramid to represent the areas of physical activity...flexibility, strength, endurance, daily activity, and less frequently suggested activities at the top. Examples: video-games, jump ropes, baby (or large) running shoes, etc. Barbie doll size items work well for a table top display.

Costs/Funding Source:

Variable

Manpower Needed:

1 or more

Space/Time/Date Requirements:

1 Table and space for activity

Prep Time:

1-2 hours

Alternate Plan:

Comments:

Include activity suggestions for all ages if the display is used for a community health fair.